DOCUMENT RESUME

ED 034 900 08 VT 010 153

TITLE	Oregon Research Coordinating Unit for Vocational Education. Final Report.
INSTITUTION	Oregon State Univ., Corvallis. Oregon Research Coordinating Unit for Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-6-2983
PUB DATE	Oct 69
GRANT	OEG-4-7-062983-1596(085)
NOTE	35p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.85
DESCRIPTORS	*Educational Research, Occupational Information, Program Descriptions, *Research Coordinating Units, *Research Projects, State Programs, *Vocational Education
IDENTIFIERS	*Oregon

ABSTRACT

This final report of the Oregon Vocational Education Research Coordinating Unit covers the activities during the period July 1, 1968 to August 31, 1969. During this period the aims of the Unit were reoriented to meet newly determined priorities. These aims are to: (1) identify current issues and problems, (2) stimulate research and development activities, (3) conduct and participate in research and development activities, (4) coordinate in- and out-of-state activities, (5) increase research competency, (6) information dissemination activities, and (7) discretionary award projects. Results in achieving these aims are reported. The continuation of the Unit is uncertain. (GR)

BR 6-2983
PA 08
OE/BR
(c1)

VT

ED034900

FINAL REPORT

Project No. 6 - 2983

Grant No. OEG - 4 - 7 - 062983-1596 (085)

OREGON RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION

October, 1969

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

VT010153

ED034900

FINAL REPORT

Project No. 6-2983

Grant No. OEG-4-7-062983-1596 (085)

OREGON RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION

Dr. Henry Ten Pas
Director, Division of Vocational, Adult
and Community College Education
and Director, Oregon Research Coordinating
Unit for Vocational Education
102 Benton Hall
Oregon State University
Corvallis, Oregon 97331

October, 1969

The research activities reported herein were performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
	Background	1
	Problem	1
	Purposes	2
II.	METHOD	3
	Organization	3
	Central Advisory Panel	4
	Allocation of Staff Resources	4
	Operation Plan for Achieving Objectives	5
III.	RESULTS	7
	Aim 1 - Identify Current Issues and Problems	7
	Activities	8
	Aim 2 - Stimulate Research and Development Activities	11
	Activities	11
	Aim 3 - Conduct and Participate in Research and Development Activities	13
	Activities	13
	Aim 4 - Coordination, In- and Out-of-State	23
	Activities	23
	Aim 5 - Increase Research Competency	25
	Activities	25
	Aim 6 - Information Dissemination	26
	Activities	26
	Aim 7 - Discretionary Award Projects	28
	Activities	28
IV.	ADDENDUM	31

I. INTRODUCTION

A. Background

This is the final report of activities during the fifteen-month period, July 1, 1968 to August 31, 1969, for the Oregon Research Coordinating Unit. The Unit was established initially on June 1, 1965, under provisions of the Vocational Education Act of 1963, P. L. 88-210, Sec. 4(c), implementing objectives and priorities defined by the Division of Comprehensive and Vocational Education Research, U. S. Office of Education. The first operating period, which ended on November 30, 1966, is described in the final report issued in January, 1967. The operating period December 1, 1966 to June 30, 1968, is described in the final report issued in July, 1968. The operating period July 1, 1968 to August 31, 1969, is described herein.

Beginning with the operating period starting July 1, 1968, the aims of the Unit were reoriented and the Unit restructured to meet the priorities determined as critical at the local operating level for "mission-oriented" research and development activities. The reorientation of Unit aims was focused on the need for practical application of research to real and pressing problems at state and local levels. The overall goal became one of stressing practical research, the results of which could be applied to improving the quality and adaptability of vocational education programs. Emphasis was placed upon assisting the state and local districts in developing research projects that would apply to immediate problems, thereby contributing to improve program design and operation.

Due to the reorientation of the Unit objectives a new staffing pattern, based upon the earlier prototype, was implemented. The reorganized structure included a redesign of the composition of the Central Advisory Panel whereby the scope of the panel could be broadened to make the research expertise in the state available to a wider population.

B. Problem

The Vocational Education Act of 1963, implementing recommendations of the Panel of Consultants appointed by late President, John F. Kennedy, clearly pointed up the urgency of developing quality vocational education programs geared to current and projected employment demands, and designed to meet needs of youths, adults and the disadvantaged. In P. L. 88-210 the exigency of providing adequate and appropriate education for those with special needs was recognized, and the key role of research in implementing purposes of vocational education and accomplishing intents of the Act was acknowledged. Impact of P. L. 88-210 in Oregon reflected in increased quantity and improved quality of vocational education

program development and research activity in the State Board of Education. By 1967 initial steps had been taken to conceptualize a master plan for Vocational Education in Oregon, and the first phase of a statewide systematic approach to program planning, implementation and evaluation, developed as an experimental project supported by a grant from the U. S. Office of Education, was launched.

The Oregon Research Coordinating Unit was designed to meet the need and develop a coordinated concept of vocational education research and development activities at all levels, State Board of Education, higher education, community colleges and the local school districts. The Unit attempted to build on existing strengths and capitalize on available resources by drawing on higher education research expertise, State Board of Education leadership, State Employment Service research and statistical data, business and industry advisory personnel.

Evaluation of the Unit at the end of the original funding period, November 30, 1966, revealed that a continuation of the Unit operation was needed to cope with increasing problems of coordination emanating from expanded and accentuated research endeavors and program development activities at national, regional, state and local levels.

Design for the second operating period, December 1, 1966 to August 31, 1969, has continued to reflect the commitment of the State Director of Vocational Education and the personnel of the Oregon Research Coordinating Unit to the ideal of developing and maintaining broad-based vocational education related to the segment of state economy most dependent on availability of competent, mobile labor force for efficient functioning. The Unit plan was predicated on basic assumptions that vocational education has potential for contributing significantly to implementation of basic tenets of a democratic society; that the extent to which this potential can be realized is limited only by the degree to which existing knowledge about human resources, occupational opportunities and educational resources can be organized, gaps in knowledge can be filled, and research findings can be utilized to develop broad-based programs realistically oriented to the world of work and needs of individuals.

C. Purposes

The Oregon Research Coordinating Unit for Vocational Education was designed to stimulate quality research with implications for vocational education and to increase implementation of research findings in improved and innovative vocational education programs. The following were the major objectives of the Unit:

1. To identify issues and problems facing vocational education and obtain occupational data for use in vocational

program planning within the State.

2. To stimulate and encourage occupational education research and development activities in the State among the various public educational agencies and non-profit organizations.

3. To conduct occupational education research and development projects as appropriate. To participate in the development, monitoring or conducting of occupational research and development projects supported by federal, state, local or private organization funds.

4. To coordinate occupational education research and development activities conducted within the State with those being conducted outside the State.

5. To increase interest and competency of researchers, and maintain an inventory of occupational education research and development resources.

6. To disseminate information on the progress and applications of the results of occupational education research and development activities.

7. To utilize special funds allocated as Discretionary Award for stimulation of research, development, dissemination and fostering innovative research ideas.

II. METHOD

A. Organization

The Research Coordinating Unit for Vocational Education was designed as a functional coordinating system to bring about research expertise and knowledge to attack the soluble problems in occupational education. Resources within and outside the discipline were utilized to focus on problematical situations at the consumer or local district level.

The structure of the coordinating system allowed flow of communication and coordinate functioning between the local secondary schools, community colleges, State Board of Education, four-year colleges and universities and private non-profit concerns.

Flexibility and latitude for marshaling forces best equipped to research, develop, implement and evaluate innovative and exemplary vocational education, was built into the system.

The administrative branch of the Unit consisted of the Project Director who was also the Director of the Division of Vocational, Adult and Community College Education, School of Education, Oregon State University. The Associate Director also served as State Director of Vocational Education. The Unit Director held academic appointment to the School of Education, Oregon State University and also served as supervisor of Research of the Oregon Board of Education, Salem, Oregon, as well as serving as liaison person for the local operating districts throughout the State of Oregon. The Project Director performed functions concerned with the administrative affairs of the Unit. The Unit Director performed duties in connection with the functional operations of the Unit while achieving the Unit aims and objectives.

Due to the close proximity of the two agency locations, Corvallis and Salem (35 miles) and the emphasis placed on coordinated effort with the State Board of Education and local schools, the Unit Director divided his time between both agencies. Office space and facilities plus RCU support staff were available in both locations.

Special consultants from related disciplines, educational agencies and graduate assistants from colleges and universities were utilized as required.

B. Central Advisory Panel

The advisory branch of RCU was composed of representative advisory committees from the institutions in the State System of Higher Education, community colleges, secondary schools, private colleges, Teaching Research Division of the State System of Higher Education, Northwest Regional Educational Laboratory and the Field Advisory Committee for the School of Education, Oregon State University. The institutions of higher education involved included: Eastern Oregon College, Southern Oregon College, Oregon Technical Institute, Oregon State University, University of Oregon and Oregon College of Education. One member from each of the institutions or agency committees served as a member of the Central Advisory Panel. Members of the Panel were representative of the following disciplines: political science, psychology, sociology, education, research, philosophy and educational administration.

C. Allocation of Staff Resources

During the period, July 1, 1968 to August 31, 1969, staff resources were allocated to project management and aim-related activities to implement a priority plan for achieving unit objectives. The plan, derived from results of evaluation of the unit at the end of the first operating period, placed major emphasis on activities related to utilization of research for program improvement, and provided a basis for

planning allocation of staff resources: approximately forty-five percent to development of research-based programs; twenty-five percent to information dissemination activities; thirteen percent to research stimulation and training; five percent to problem identification; and twelve percent to project management.

D. Operation Plan for Achieving Objectives

Detailed strategies were planned whereby the stated objectives of the Unit might be attained. Included in the following are the objectives or Unit aims with the vehicle or procedure planned for accomplishing the specific objectives.

1. To identify issues and problems facing vocational education and obtain occupational data for use in vocational program planning within the State.

a. By assisting in local assessments of the need for vocational education through an analysis of human needs and resources, existing and anticipated employment opportunities and existing and planned facilities and program potential.

b. By holding conferences, surveys, and seminars for the express purpose of determining priority problems. Participants represent all components of the coordination network, local secondary schools, community colleges, State Board of Education, colleges and universities and private educational institutions.

c. By gathering and assimilating occupational education decision-making data on human resources, projected employment and program needs (state and nationwide) at a central source, and disseminating to local and statewide consumers (program planners) on a continuing and cyclical basis.

2. To stimulate and encourage occupational education research and development activities in the state among the various public educational agencies and non-profit organizations.

a. By maintaining close communication with the local districts through a periodic bulletin describing completed and on-going research, demonstration and pilot programs. Included were suggestions for implementation of research findings into on-going programs and information concerning research resources, personnel and fund sources. The bulletin stressed accepted procedures for proposal writing, definition of problems, stating objectives, establishing procedures, description of activities and evaluation of the project.

b. By holding conferences and seminars to cross-pollinate ideas between persons involved in vocational education research and research and development conducted by other public and private agencies. Participants were personnel from secondary schools, community colleges, State Board of Education, colleges, universities and non-profit private concerns.

3. To conduct occupational education research and development projects, as appropriate. To participate in the development, monitoring and conducting of occupational research and development projects supported by federal, state, local or private organization funds.

a. R.C.U. personnel were involved in designing research projects and in conducting occupational education research deemed appropriate as a function of the Unit. The primary role of the Unit was one of coordination and research assistance to other agencies rather than conducting research per se.

b. R.C.U. personnel located at the State Board of Education reviewed research, demonstration and experimental proposals submitted to the State Director of Vocational Education for funding with 4(a) funds and cooperated with the State and local agencies in the improvement of research design and implementation. The staff made recommendations to the State Director on the support of research projects.

4. To coordinate occupational education research and development activities conducted within the State with those being conducted outside the State.

a. The R.C.U. performed in an advisory capacity to research activities emanating from, or directed to, local secondary schools, community colleges, colleges and institutions of higher education, state agencies, and private non-profit firms. The Central Advisory Panel composed of representatives of the above agencies generated research and development strategy and served as a communicating link to encourage coordination of research and training at the institution and agency level.

b. The R.C.U. served as the organization that linked the network to the public educational agencies in the State.

5. To increase interest and competency of researchers, and maintain an inventory of occupational education research and development activities.

a. A current bibliography of competent research personnel from related disciplines was maintained, up-dated, and made available to all local and state agencies seeking research assistance.

b. The major purpose of the current list was to facilitate the linkage of expert resource persons with the initiators of research activities and the ultimate users or consumers of research results.

6. To disseminate information on the progress and application of the results of occupational education research and development activities.

a. The Unit served as a center for the collection and dissemination of research-based data and information for use by all educational agencies through a direct linkage with the ERIC Clearinghouse for Vocational Technical Education.

b. The Unit served as a collection center for fugitive materials not included in Research in Education, AIM, or ARM, those that were developed in the State and in other states. The Unit would make such material available to individuals and other agencies on a loan basis.

7. To utilize special funds allocated as Discretionary Award for stimulation of research, development, dissemination and fostering innovative research ideas.

a. Federal funds allocated as Discretionary Award were administered by the R.C.U. administrative staff and were used primarily for research and development stimuli such as: reward for teacher innovation and implementation, supplementary support for promising innovative ideas in practice, assistance for local personnel in gathering payoff data on exemplary programs, special dissemination and demonstration on innovative programs to increase promising program visibility and seed money to encourage proposal development.

III. Results

Primary outcomes from activities of the Oregon Research Coordinating Unit for Vocational Education from July 1, 1968 to August 31, 1969, were derived from implementation of the objectives.

Aim 1. To identify issues and problems facing vocational education and obtain occupational data for use in vocational program planning within the State.

a. By assisting in local assessments of the need for vocational education through an analysis of human needs and resources, existing and anticipated employment opportunities and existing and planned facilities and program potential.

Activities

(1) Information was gathered from local school personnel by reviewing requests for assistance from the R. C. U. and the State Director of Vocational Education in program planning, implementation, and evaluation, and by visitation to the schools.

(2) The R. C. U. staff continued to assist the Portland Public School system in the identification of students considered to be disadvantaged due to socio-economic handicaps, and the structuring of special programs for these handicapped youth in the Portland area.

Prior work with the Portland Public School District consisted of the development of a Personalized Education Program (PEP) which was a cooperative venture between the State Board of Education staff, the R. C. U. personnel and representatives of five school districts in the State. This early work resulted in a proposal which was submitted to the U. S. Office of Education for funding during a three year period for establishing pilot experimental programs in the five districts involved.

The cooperative work carried out by the R. C. U. staff and the Portland Public School personnel during the present contract period included planning and initiating a pilot program in the Portland area, Vocational Village, for 150 disadvantaged youth, school drop-outs and sit-ins.

Periodic meetings were held with the Portland staff for the purpose of identifying and developing curriculums, selection procedures, and evaluation techniques. Other meetings were held with the Portland staff and the advisory committee for the Vocational Village project for the purpose of securing residential living facilities for the disadvantaged youth participating in the project.

The Advisory committee consisted of State Board of Education representatives and members of private and other public agencies interested in programs designed to assist neglected youth. Several meetings were held to explore the possibilities

of acquiring campus buildings and a site belonging to a private college in Portland.

The Vocational Village project began in September 1968 with 90 students enrolled in the pilot program. Since that time the total enrollment has increased to 150 students with a waiting list of 180 youth who cannot be served because of limited staff and facilities.

It was planned that once the Vocational Village disadvantaged student project was pilot tested, additional sources of funding would be sought by which the program could be expanded to a minimum of five other geographic areas of the State for the purpose of meeting the needs of disadvantaged students in those areas.

A proposal for the continuation of the development of the curriculum for the Vocational Village project and the amplification of the program objectives, curriculum, and student identification procedures, was developed by the R. C. U. staff in cooperation with Vocational Village staff, and was submitted to the U. S. Office of Education for funding. The Program developmental project was funded in April 1969 and work on the detailed development of the program is continuing (OEG-9-9-471339-0034 (057)).

(3) As a continuation of a study of the needs for vocational education in Yamhill County Oregon, a study which was conducted by the Yamhill county Intermediate Education District staff earlier in an area reporting period, the R. C. U. staff assisted the Intermediate Education District vocational coordinator in developing a proposal for the cooperation of the various school districts in the county on a shared-time vocational facility program.

The R. C. U. unit director met four times with the I. E. D. staff, principals, and superintendents from the school districts involved, for the purpose of identifying the needs of the various districts in cooperating on an area program, and to explore ways in which such coordinated effort might be carried out.

The outcome of the developmental activities in the county was a proposal for a shared-time area program in the county and will be submitted to the State Board of Education for cooperative funding with the local districts.

b. By holding conferences, surveys, seminars for the express purpose of determining priority problems. Participants represented all components of the coordination network, local secondary schools, community colleges, State Board of Education, colleges and universities and the private educational sector.

(1) The R.C.U. staff met regularly with the staff of the State Board of Education, the Division of Continuing Education, State System of Higher Education and on special occasions with the R.C.U. Central Advisory Panel, members of the Teaching Research Division of the State System of Higher Education, local school district personnel, and staff of other public agencies and private institutions, for the purpose of identifying priorities for research and development activities in vocational education during the present reporting period. Research and development priorities were established and fiscal and personnel resources were directed toward the program priorities established cooperatively between the State and local educational agencies.

(2) The services of out-of-state consultants were utilized in development of approaches for conducting statewide followup of vocational education graduates, and for identification and improvement of vocational teacher education programs at the teacher education institutions in the State. Seminars were held for state vocational education staff and local operating personnel to maximize the utilization of the out-of-state resource persons. Attendance at the seminar dealing with the vocational student followup consisted of 162 persons involved in various aspects of vocational education program development and operation.

(3) A statewide seminar on the labor force structure in relation to education, training and placement was planned but was not held due to inability to secure funds to support the conference. The planned seminar would have identified the labor force structure in the Pacific Northwest, and would have related various aspects of education, training and placement needs, including ways to cope with conflicts between home environment and job situations; disparity between job opportunity and job security; communication conflict among employee subgroups. The seminar plan included discussion of federally supported work-programs in relation to the labor force structure, and intensive consideration of the education, training and placement needs appropriate to the labor force structure in the Pacific Northwest.

Aim 2. To stimulate and encourage occupational education research and development activities in the State among the various public educational agencies and non-profit organizations.

a. By maintaining close communication with the local districts through a periodic bulletin describing completed and on-going research, demonstration and pilot programs. Included was suggestions for implementation of research findings into on-going programs and information concerning research resources, personnel and fund sources. The bulletin stressed accepted procedures for proposal writing, definition of problems, stating objectives, establishing procedures, description of activities, and evaluation of the project.

Activities

(1) The first edition of the revised newsletter to the field, R.C.U. "Messenger" was published and disseminated. The Messenger, a quarterly publication, replaced the previously monthly issue OVEN (Oregon Vocational Education Newsletter) which has been out of print for approximately two years.

The purpose of the Messenger was to disseminate research and development information on on-going and completed projects and to disseminate to the field pay-off data on exemplary, innovative and experimental program, complete and in process.

One of the features of the Messenger was an up-to-date listing of pertinent ERIC documents dealing with vocational education. Selection of appropriate research documents commensurate with the various instructional areas and areas of immediate interest to persons in the field were included.

This information was made available to the Messenger subscribers and consumers of research information. Through this means current research activities were brought to the attention of the decision makers in vocational education, and newsletter recipients were encouraged to utilize the services of the R.C.U. to secure research documents and microfiche for use at local and state levels.

b. By holding conferences and seminars to cross-pollinate ideas between persons involved in vocational education research, and research and development conducted by other agencies public and private. Participants were personnel from secondary schools,

community colleges, State Board of Education, colleges, universities and non-profit private concerns.

Activities

(1) R. C. U. supported six individuals from the state to attend the pre-convention research training session at the American Vocational Association, Dallas. Those persons attending the pre-convention training session conducted two research training sessions for local school districts and State Board of Education staff.

(2) The R. C. U. cooperated with the Division of Vocational, Adult and Community College Education, Oregon State University in bringing tc the University campus a well-known consultant in higher education, Dr. Angus Rothwell, University of Wisconsin, who shared his proficiency in development of teacher education programs for community college in-service and pre-service programs, both vocational and adult education. The consultant met with staff of the School of Education, State Board of Education, and local community college administrative personnel.

(3) Research training programs designed to further the research capabilities of vocational education personnel were conducted during the spring and summer term, 1969 at Oregon State University. Persons involved in the research training programs had diverse backgrounds and interest. Included in the groups were vocational education teacher training staff, Oregon State University; doctoral candidates in vocational education; vocational teacher interns; State Board of Education staff; local secondary school administrators; and local vocational education directors.

The two research training programs were taught by a team of researchers from the Teaching Research Division, State System of Higher Education and were conducted on the Oregon State University campus, utilizing a team teaching approach. The "packaged" program and instructional materials in the research training package were those developed by the Teaching Research Division as part of a grant for a national research training institute (Project CORD) designed to provide research training for college personnel.

(4) R. C. U. staff assisted in the planning and conducting of a leadership conference program held in cooperation

with the Division of Continuing Education and the State Board of Education. The program, designed to stimulate interest in vocational education in Oregon had three sessions, the first for school superintendents and community college presidents; the second, for first class school district and community college personnel; and the third for vocational education interns. The first two sessions utilized resource persons from outside Oregon to provide cross-pollination of ideas. Topics included "A Rationale for Occupational Education in Oregon," "Articulation of Occupational Education Curriculum from Junior High School through Community College," "Self Evaluation of Vocational Education Programs," and "Leadership Development for Vocational Education." A total of 150 educators participated in the workshop series.

(5) A program to explore possibilities for improved vocational guidance personnel and administrators of secondary and post-secondary schools. Two series of regional guidance conferences for representatives from most of the state were conducted. The workshop theme was "Self Concept and Vocational Guidance."

(6) A workshop was conducted for personnel in schools having pilot projects of self-evaluation of vocational education programs. The workshop purpose was to prepare personnel in use of instruments and techniques developed for self-evaluation of vocational education.

Aim 3. To conduct occupational education research and development projects, as appropriate. To participate in the development, monitoring or conducting of occupational research and development projects supported by federal, state, local, or private organization funds.

a. R. C. U. personnel were involved in designing research projects and in conducting occupational education research deemed appropriate as a function of the Unit. The primary role of the Unit was one of coordination and research assistance to other agencies rather than conducting research per se. Whenever possible, research competency was located and linked with the research problem or condition, identified as critical, and under attack.

Activities

(1) R. C. U. administrative and professional staff reviewed 23 proposals for vocational education research during the

13 month period, July 1, 1968 to August 31, 1969. Proposals reviewed were requests for research support under provisions of four federal acts, Higher Education Act, Vocational Education Act, Elementary and Secondary Education Act, and Educational Professional Development Act.

Formal proposal review included consideration of extent to which the proposals satisfied criteria for educational significance, soundness of design, adequacy of staffing and facilities, and economic efficiency. In assessing soundness of design, consideration was given to adequacy and clarity of problem statement, identification of aims and objectives, familiarity with related research, soundness of experimental or operational plan, adequacy of data-gathering and instrumentation and soundness of the evaluation plan. Informal proposal review was provided on request to assist in developing sound designs and focusing on problems of education significance.

(2) Assistance was given to the vocational guidance consultants, State Board of Education, in the development of plans for designing exploratory teaching modules structured to provide occupational information to students considering enrollment in cluster-based curriculums designed for secondary school students. The work that was done in the development of these experimental modules coincided with the cluster curriculum development which was conducted by the staff of the State Board of Education. Drafts of two of the modules were prepared for Building Construction and Health Occupations curriculums.

Plans were made for the development of twelve exploratory modules which would coincide with the curriculum development projections made by the State Board of Education staff. These modules were designed as part of the vocational guidance continuum at the secondary-post secondary institutional level which extended from grade 7 through 14. It was planned that the modules would provide needed occupational information for students at the appropriate time in their guidance program, so that intelligent planning and selection of a secondary vocational curriculum which coincided with the students objectives, interests, and capabilities. Also involved in the planning of the pilot program was the health occupations consultant, State Board of Education, and the Vocational Director of Portland Public School System. Development of the cluster curriculum

was coordinated by the Supervisor of Health Occupations for that district.

(3) In an effort to determine the appropriate governance of vocational education in the State, the R. C. U. staff assisted the staff of the State Board of Education in preparing a prospectus of a study of the governance of vocational education in Oregon. The contract for conducting such a study of the governance of vocational education was awarded to the Worldwide Research Institute, Salt Lake City, Utah.

The purpose of the study was to identify the role and function of the State Board of Education staff in providing leadership for operating, expanding, and improving vocational education programs. The study was designed to focus upon the manpower development resources in the state, and to identify possible structures, public agency relationships to most effectively carry out the manpower development functions.

The R. C. U. staff assisted the State Board of Education staff in periodically reviewing the findings of the study and in the subsequent review of the preliminary draft of the final report.

(4) As an adjunct to the proposed vocational education guidance continuum for youth in the secondary schools, the R. C. U. staff consulted with the vocational guidance supervisor, State Board of Education, and an advisory committee composed of recognized guidance and counseling personnel in the State. The purpose of the meetings were to further develop and update the pilot program, Self-Understanding Through Occupational Exploration. The original developmental work for the program was conducted on a cooperative basis with the R. C. U. staff and the State Board of Education staff in a prior reporting period. During the current contract period, the R. C. U. director assisted the advisory committee and the State Board of Education staff in establishing procedures for improving the program materials and the structure. The pilot program, Self Understanding Through Occupational Education, was pilot tested in 16 separate school systems in the State. Total enrollment in the 1968-69 academic year was over 400 youths in the 8th grade occupational exploratory course.

(5) A research project was conducted by the staff of R. C. U. to determine the enrollment in Oregon community colleges by persons with special needs supported by other public agencies such as Vocational Rehabilitation, Office of Economic Opportunity, Manpower Development and Training, and Neighborhood Youth Corps.

The study was conducted for the purpose of providing information to the State Board of Education and the Oregon legislators in answer to requests on the availability and the utilization of community college programs by persons with special needs, through coordinated linkage with other public agencies.

(6) Assistance was provided to the staff at the State Board of Education in the preliminary development of 12 curriculum manuals oriented to the cluster curriculum approach for secondary vocational programs. The R. C. U. staff worked closely with the State Board of Education staff in analyzing employment data, both current and projected, for the family of occupations included in each cluster curriculum area. Assistance was provided in determining the scope and purpose of the cluster curriculum under development, as well as the curriculum sequence and format for the curriculum manuals to be developed for the use of administrators and instructional staff in the schools where the pilot curriculums will be tested.

(7) Attention was given to one of the major research and development priorities established by the State Board of Education which dealt with the systematic followup of vocational education graduates on a statewide basis. R. C. U. staff cooperated with State Board of Education staff and the local school personnel in planning the procedures and instrumentation necessary for the collection of followup data at the local school district level, and the processing of that data in a central location in the State.

A data collection instrument was developed for gathering information on all high school graduates including those enrolled in vocational education during their high school careers. This instrument was pilot tested at three school districts in the State. The three districts cooperating in the testing phase were James Monroe High School, Portland; Lebanon Union High School, Lebanon; and Roseburg High School, Roseburg, Oregon.

(8) Major emphasis was placed upon development of a procedure for making self-evaluations of local vocational education programs by the secondary schools and community colleges in the State. Preliminary procedures and devices for conducting such evaluations were developed in an earlier reporting period, and these procedures were field tested in five high schools in the State.

During the period covered by this report the State Board of Education staff continued the planning for pilot testing of the self-evaluation instruments and procedures at Southwestern Oregon Community College, Marshfield High School, and Molalla High School. Secondary revision of the data collection instruments and procedures was carried out following the field testing stage.

(9) The R.C.U. staff assisted other personnel from the Division of Vocational, Adult and Community College Education, Oregon State University, and personnel from the School of Journalism, University of Oregon, in preparing a proposal for a two-week workshop designed for Improving Public Information Programs for Vocational Education.

The workshop funded as Project No. OE 9-0355 was conducted on the University of Oregon campus at Eugene, Oregon, July 13, to July 25, 1969.

The primary purpose of the program was to improve the competencies of professional vocational education personnel responsible for public information programs. The program objectives were designed to develop understandings, skills, attitudes and materials that would lead to more effective public information programs on the State and local levels.

(10) Staff of the Technical-Vocational Division of Mt. Hood Community College were assisted by the R.C.U. staff in the development of a proposal for designing community college curriculum for Mental Health Aides and Social Welfare Assistants. The first stage of the curriculum development project was carried out during the current reporting period and will continue during the 1969-70 academic year.

The eventual output of the curriculum development work will be a pilot curriculum pattern to be tested and

established in a number of community colleges in the state of Oregon.

The R. C. U. staff assisted in the development of the research design and assisted with the funding of the developmental project by utilizing Discretionary Award funds on a matching basis with local community college district funds.

(11) Assistance was provided the Oregon State University Agricultural Extension Service staff in planning a model for evaluating Neighborhood Youth Corps programs in the State that were administered by the Extension Service at Oregon State. Once field tested, the evaluation model will be made available for use in other parts of the State. The R. C. U. staff assisted the Community Development Specialist in establishing evaluation guidelines and in securing staff to develop the project, and carry it through the field test phase.

(12) A proposal for the development of a conceptual laboratory for students enrolled in community college Food Processing Technology curriculums was developed by the Technical Vocational staff at Mt. Hood Community College in cooperation with R. C. U. staff.

The developmental program included the structuring of a simulated small scale industrial type laboratory, wherein the students enrolled in the Food Processing Technology curriculum could learn important concepts, without necessitating the installation of heavy industrial equipment in the college laboratory. The concepts learned thereby, could then be transferred to an industrial working situation. Phase I of the developmental project was carried out during the current reporting period, and was supported by the R. C. U. Discretionary Award funds. Phase II of the project, which will include a testing of the concept oriented laboratory, will continue during the coming academic year, 1969-70.

(13) R. C. U. administrative and professional personnel provided consultative services to graduate students, college and university faculty, State Board of Education personnel and [illegible] school personnel, to assist them in development of qu[illegible] research proposals and reports, the design of research studies, and the development of data gathering instruments and techniques.

b. By holding conferences and seminars to cross-pollinate ideas between persons involved in vocational education research, and research and development conducted by other agencies public and private. Participants included personnel from secondary schools, community colleges, State Board of Education, colleges, universities and non-profit private concerns.

Activities

(1) Unit Director met with the vocational staff of the State Board of Education to determine research and development project plans and priorities with regard to research and development thrusts to be funded with 4(a) funds. Priority objectives included:

(a) development of pilot programs for an apprentice related instruction center using latest educational methodology and media;

(b) development of the concept of occupational clusters and curriculum materials;

(c) development of pilot, experimental, demonstration projects for testing the cluster curriculum concept;

(d) refinement of the procedures and devices for making self-evaluations of local vocational education programs;

(e) provide for projects to implement the development of statewide followup for vocational graduates in conjunction with local school districts;

(f) gather and disseminate program planning data on a continuing basis to consumers in the field;

(g) plan conferences for the cross-pollinization of information and ideas about projects funded through and by other public agencies.

(2) The R.C.U. Director cooperated with the State Board of Education staff in the development of the Oregon State Plan for Vocational Education with particular emphasis on the sections dealing with research and training as well as the sections dealing with innovative, exemplary, and developmental programs.

The development of the State Plan was stimulated by the passage of the 1968 Amendments to the Vocational Education Act of 1963 and includes a continuing plan, an annual projected plan of activities, and a long-range plan of goals and procedures.

(3) Assistance was provided to state agencies and local educational agencies in meeting state agency and local district objectives. Major emphasis was placed upon research and development activities designed to capitalize on theory based research findings and to make application of these theories to local program implementation. Examples of the projects in which the R. C. U. staff consulted on the program design and implementation of the projects funded by the State Board of Education utilizing 4(a) funds are as follows:

(a) assistance to the State Board of Education staff in the development of cluster-oriented curriculum and manuals and materials;

(b) refinement of the procedures and devices for conducting self-evaluation of local vocational education programs by local districts;

(c) development of a systematic procedure and instrumentation to conduct statewide followup of vocational education program graduates in conjunction with the State Board of Education and local school districts.

(d) development of a program designed to increase the research competencies of vocational education personnel in the State;

(e) development of a systematic method for gathering and disseminating program planning data on a continuing basis;

(f) cooperation on the establishment of procedures for developing a program and testing program effectiveness of a cluster based health occupations curriculum at John Adams High School, Portland, Oregon;

(g) assistance to the Mt. Hood Community College in developing a model for a Food Processing Technology concept-oriented laboratory;

(h) consultation with the Portland Public School administrators on the Vocational Village Project, a pilot program designed to provide a personalized occupational education program for disadvantaged youth in the Portland metropolitan area;

(i) consultation with the Yamhill County Intermediate Education District personnel in developing a country-wide approach to provide occupational education on an area facility shared-time arrangement;

(j) service in an advisory capacity to the Molalla High School, Marshfield High School, and Southwestern Oregon Community College on the pilot testing of the state developed self-evaluation procedures for evaluating local district programs;

(k) consultation with personnel from the School of Home Economics, Department of Home Economics Education, Oregon State University, and a statewide advisory committee on a study designed to determine the needs of the foods service industry in the State;

(l) consultation with doctoral candidates regarding research design and instrumentation;

(m) assistance to the State Board of Education staff and local school district personnel in establishing, operating, and evaluating the vocational guidance program, Self-Understanding Through Occupational Exploration.

(4) An inventory of research resources was established by having the Central Advisory Panel and institution advisory committees based at the state colleges and universities, and representatives of the State Board of Education and public schools, serve as acquisition sources for resources, both personnel and fiscal.

(5) Proposals for projects conducted under provisions of P. L. 88-210 Sec. 4(a) were processed in the State Board of Education by R. C. U. personnel during the operating period. Included were area studies of vocational education needs and planning for expanded vocational education programs. The studies made on district, multi-district, or county bases assessed the needs for vocational education in areas of the State wherein eighty percent of the population reside. These area studies served as basis for implementation of projects concerned with planning and conducting economically efficient quality occupational education programs to meet defined needs.

(6) R. C. U. personnel prepared and submitted vocational education proposals to the U. S. Office of Education for funding. The approved projects dealt with curriculum development for vocational educators, leadership development for vocational educators, Phase I, Personalized Education Programs, decision-making for community college youth.

(7) A proposal submitted to the U. S. Office of Education for an institute on Leadership Development for Vocational-Technical Education in the Twenty Western States was funded. Thirty-five participants in leadership positions attended. Primary purpose of the institute was to improve leadership competencies and develop background of knowledge requisite for effective implementation of leadership roles in developing and conducting quality programs in vocational education. It was intended that participants would be prepared to perform as effective change agents in state departments of education, institutions of higher education, local school districts, community colleges and technical schools. The program included seminar sessions, under guidance of resident staff and consultants to provide a comprehensive information base, and guided participant activities to give supervised practice in implementing leadership roles.

(8) An institute on the Selection and Use of Library Materials for Vocational-Technical programs in Community Colleges was held June 16 through June 20, 1969, on the Oregon State University campus. The proposal had been submitted to the Higher Education Act and was under the direction of Perry Morrison of the University of Oregon Library.

Thirty-five community college librarians, administrators and faculty members concerned with technical-vocational programs were selected as participants.

The four areas of emphasis were (1) identification and selection of materials in various media to support technical-vocational programs; (2) recording, processing, housing, and arranging such materials to meet the special information-retrieval needs of vocational-technical students and faculty members; (3) special requirements of specific fields such as computer technology, electronics, automobile mechanics, agriculture, business, library technology; (4) education and training of faculty, staff and students in use of vocational-technical materials.

Lecturers, discussion sessions, and laboratory experiences in selection of materials was provided and reports of findings of study groups and a guide to sources of vocational-technical materials resulted from the Institute.

(9) An Institute on Improving Public Information Programs for Vocational Education was held July 12 through July 25, 1969 on the University of Oregon campus under the direction of Willis Winter, School of Journalism, University of Oregon and Cas Heilman, School of Education, Division of Vocational, Adult and Community College Education, Oregon State University.

The primary purpose of the training program was to improve the competencies of professional vocational education personnel responsible for public information programs. The program's objectives were designed to develop understanding, skills, attitudes, and materials that will lead to more effective public information programs on the state and local levels.

Direct impact is expected to be made on state and local school districts from which participants were selected, as participants implement public information roles in their professional assignments. Long term and widespread benefits are expected as participants provide technical assistance and conduct similar public information projects at state and local levels to develop further public information potential for vocational education.

Aim 4. To coordinate occupational education research and development activities conducted within the State with those being conducted outside the State.

a. The R.C.U. performed general advisory and steering tasks pertaining to research activities emanating from, or directed to, local secondary schools, community colleges, colleges and institutions of higher education, state agencies, and private nonprofit firms. The Central Advisory Panel, composed of representatives of the above agencies, generated research and development strategy and served as a communicating link to encourage coordination of research and training at the institution and agency level.

Activities

(1) Decision making activities implemented in project management reflected advise and counsel of the Central Advisory Panel. The panel made recommendations for

(a) planning and conducting a major statewide seminar on vocational education for the disadvantaged;

(b) planning a seminar on education, training and placement needs of the work force structure;

(c) emphasizing activities aimed at helping to develop and implement quality vocational education programs in local schools;

(d) developing strategies to assist in conceptualizing vocational education as appropriate for all grades, rather than limiting it to secondary and post-secondary levels;

(e) planning guidance programs which go beyond telling about jobs, job opportunities, world of work;

(f) working directly with local community personnel to find out their problems and needs;

(g) assisting in meeting local needs through seminars offered on regional basis;

(h) developing and implementing effective strategies of information dissemination to keep the power structure in vocational education, business and industry, and community personnel informed;

(i) placing greater emphasis on developing interdisciplinary approaches to research and program planning and

(j) identifying situations and developing appropriate strategies to cope with problems of minority groups.

(2) The R.C.U. staff assisted in the preparation of a research proposal designed to secure funding and initiate a planning project for purposes of reorienting the educational system in the state, K-14. The research proposal for Project C.O.R.E. (Careers Oriented Relevant Education) submitted to the U.S. Office of Education was prepared in final form by the Division of Special Education, State Board of Education in cooperation with the School of Education, Oregon State University; School of Education, University of Oregon; Teaching Research Division, State System of Higher Education; Northwest Regional Educational Laboratory; Division of Community College and Vocational Education, State Board of Education and the R.C.U.

b. The R.C.U. served as the organization that linked the network to the public educational agencies in the State.

(1) In an attempt to coordinate the development of competent researchers, the R.C.U. director served on an advisory committee charged with the responsibility of

bringing about closer coordination between the research and development program in the School of Education, Oregon State University and the research development capabilities of Teaching Research Division, State System of Higher Education. The major thrust was to bring about coordination and cooperation to maximize the development of competent research personnel in education in general and vocational education in particular.

(2) The staff of R. C. U. assisted the U. S. Office of Education in conducting a national study of the characteristics of vocational education teachers and students. Listings of vocational education teachers in the State at the secondary and post-secondary levels were compiled by the R. C. U. Samples of the vocational education teachers in the State were selected and submitted to the U. S. Office of Education for the administration of data gathering instruments by the U. S. Office.

(3) The Unit Director met with vocational education guidance consultants of the State Board of Education, State System of Higher Education and the Dallas, Lebanon, and Roseburg School Districts for the purpose of stimulating interest in developing pilot total placement programs in selected Oregon secondary schools and to identify programs presently offered in other states.

Aim 5. To increase interest and competency of researchers, and maintain an inventory of occupational education research and development activities.

a. A current bibliography of competent research personnel from related disciplines was maintained, up-dated, and made available to all local and state agencies seeking research assistance.

Activities

(1) An updated and current listing of research and development consultants was maintained in the R. C. U. office for use by local school districts, State Board of Education, and other public and private agencies as a source of information concerning available personnel to assist those agencies in the development of research design and project operation. The list consisted of research designs located on the various public and private university campuses, and the public educational agencies

in the State. References were made to various users in the State with regard to the availability of resource persons by geographic area and by discipline.

(2) Staff of the R. C. U. made presentations to various groups in the State, graduate students, local district administrators, and vocational personnel, and other agencies including the state educational agency, on topics dealing with research and development activities in education. Information on the R. C. U. operation, related research and development projects including such things as self-evaluation of local vocational programs, area needs studies of the need for vocational education, and special curriculum activities, were included.

b. The major purpose of the current list was to facilitate the linkage of expert resource persons, with the initiators of research activities and the ultimate users or consumers of research results.

Activities

(1) The R. C. U. made arrangements for the attendance of six vocational education leaders in the State, from Oregon State University Teacher Education staff and the State Board of Education staff, to attend the pre-convention research and training program prior to the American Vocational Association convention in Dallas, Texas, December 1968.

Aim 6. To disseminate information on the progress and application of the results of occupational education research and development activities.

a. The Unit served as a center for the collection and dissemination of research-based data and information for use by all educational agencies through a direct linkage with the ERIC Clearinghouse for Vocational Technical Education.

Activities

(1) The R. C. U. staff made three presentations to various groups on the use of the ERIC system and its utilization by educators and researchers. Included in the training sessions were persons in vocational education teacher training, vocational education program administration, State Board of Education, county agricultural extension,

graduate students in education, adult basic education teacher education and local program planning personnel, and Upward Bound program representatives. The presentations included the use of visual transparencies made available to the R. C. U. by the National Center for Research and Leadership Development, Ohio State University, Columbus, Ohio. The groups received explanations of the linkage between the ERIC centers and the R. C. U. and the services available through these research resources.

Explanations were given as to the procedures for utilizing the microfiche reproduction service available from the R. C. U. Research documents included in the ERIC system were on file on microfiche in the Oregon State University Library, and duplicated on microfiche duplicating equipment in the R. C. U. office for dissemination to the field.

(2) An up-to-date listing of available microfiche readers located in the universities, public agencies at the state and local levels, the local public and private educational agencies was kept current and distributed to the field periodically. The listing was included in the R. C. U. newsletter, the R. C. U. "Messenger," when this publication was mailed to consumers in the field.

(3) The R. C. U. unit director arranged with the ERIC center for Educational Administration, University of Oregon, Eugene, to place microfiche reproduction equipment in the R. C. U. office at Oregon State University, on a permanent loan basis.

The demand for microfiche duplicating service rapidly increased as a result of the training session on the utilization of the ERIC system, the dissemination of the listing of available microfiche readers at the local level, and the periodical dissemination of information about available microfiche on completed and on-going research projects.

b. The Unit served as a collection center for fugitive materials not included in Research in Education, AIM, or ARM, those that were developed in the State and in other states. The Unit would make such material available to individuals and other agencies on a loan basis.

Activities

(1) A library of research documents, mostly of a fugitive nature, was maintained in the R. C. U. office. The documents represented reports on research projects conducted in the State as well as curriculum development materials available through other public agencies. Included in the library were documents published as a result of other research and development activities in other parts of the nation by other agencies.

A bibliography of the research documents which was coded to be correlated with the key descriptors used in the ERIC system was compiled and made available to researchers and educators in the field. The bibliography was disseminated to the Field as part of the mailing of the R. C. U. "Messenger."

Aim 7. To utilize special funds allocated as Discretionary Award for stimulation of research, development, dissemination, and fostering innovative research ideas.

a. Federal funds allocated as Discretionary Award were administered by the R. C. U. administrative staff and were used primarily for research and development stimuli such as: reward for teacher innovation and implementation, supplementary support for promising innovative ideas in practice, assistance for local personnel in gathering payoff data on exemplary programs, special dissemination and demonstration on innovative programs to increase promising program visibility and seed money to encourage proposal development.

Activities

(1) The R. C. U. staff assisted personnel from the universities, State Board of Education, and local district personnel in designing research and development projects focused on the development and implementation of innovative and exemplary research and development projects of a low-risk nature. A listing of projects funded with the Discretionary Award monies follows with a brief explanation of the purpose of the projects:

(a) A study designed to investigate the needs of community college and administrative instructional personnel for in-service and pre-service teacher education and professional development courses. This study included an investigation of the total administrative

and instructional aspects of the community college operation as well as the need for professional improvement in the student services area. Particular attention was given to the needs of technical vocational instructors teaching both full-time and part-time at the community college level; (Supplement 1)

(b) The education research training program offered on the Oregon State University campus spring and summer terms, 1969 were offered on a team-teaching basis utilizing the research expertise of the staff at the Teaching Research Division, State System of Higher Education. Participants included local instructional and administrative personnel and State Board of Education and university staff;

(c) A study of the food services industry in the State with particular attention being given to the needs for workers in the local food services establishments, hospitals, and nursing homes in the State and the school lunch programs in the public schools; (Supplement 2)

(d) A study conducted to determine the needs for curriculum development and improvement in the adult education programs in the state. Included was a detailed analyses of the teacher education and professional improvement needs of adult education instructors and administrators in the State; (Supplement 3)

(e) Arrangements for State Board of Education and teacher education staff to attend the pre-convention American Vocational Association research training program, Dallas, Texas, December, 1969.

(f) An electronics instructor conference designed to stimulate the development of "unit" packages for use by electronics instructors in the State for an articulated program from the high school to community college. The materials developed during the institute were utilized at a summer training program for electronics instructors conducted on the Oregon State University campus, August, 1969; (Supplement 4)

(g) A curriculum development project conducted by Mt. Hood Community College in cooperation with the R. C. U. staff to develop model curriculum for preparing programs in the mental health aides and the social welfare assistants occupations; (Supplement 5)

(h) A project designed to expand and improve the Personalized Education Program in operation in the Portland metropolitan area, both for the improvement of instruction and the development of suitable residential living facilities for disadvantaged youth; (Supplement 6)

(i) A conference designed to bring together key educators in the trade and industrial education field to determine the needs for improvement of the trade and industrial teacher education program and to design an improved program for preparing future teachers; (Supplement 7)

(j) A project to develop a multi-media approach for preparing business education teachers. Purpose of the project was to structure an approach to more effective teaching utilizing the many media elements available to educators into a systematic teaching concept; (Supplement 8)

(k) A project designed to develop a curriculum in the health occupations at Adams High School in Portland. The content of the curriculum is designed to expose the students to eight different segments of the health services field in the ninth, tenth and eleventh grades and provide skill training in the twelfth grade. (Supplement 9)

*(l) A study to identify and interpret traits by the culturally disadvantaged to satisfactorily challenge the employment market. This project is aimed at Oregon's migrant worker population, and will result in development of aids to be used in the migrant setting to assist individual adults through systematically planned educational experiences.

*(m) A study to examine personnel resources in vocational education leadership with an attempt to identify personnel now making contributions, assess their potential and identify strengths that need to be developed in future personnel. The study attempts to answer two questions: (1) what do selected leaders in vocational education do? and (2) what common characteristics need to be developed in future personnel? Fourteen task categories have been defined. Further analysis will determine priorities of categories within and between position levels and the process used to accomplish each categorical task.

Copies of reports of the foregoing projects and studies are attached as supplements to this final report. Reports of the last two (*) will be forwarded upon completion of the studies. Additional copies of the project and study reports are available to the field upon request.

IV ADDENDUM

The Oregon Research Coordinating Unit for Vocational Education was in a state of finalization during the period July 1, to August 31, 1969. A part-time acting unit director replaced the unit director, who accepted a position in vocational education leadership elsewhere in the State. The primary functions of the acting unit director and a part-time research assistant were to carry out committments previously made for workshops and institutes during the two month period, to monitor discretionary award projects and studies and assist in their final report preparation, to collect information and data relative to the final report, and to prepare the final report.

The normal routine of the R. C. U. ceased on August 31, 1969, when the Unit was considered closed. However, because of a technical oversight in confirming the funding and performance period extension to August 31, notice of the extension was not received by the Oregon State University Business Office until mid-October. In order to assure complete finalizing of all financial aspects of the R. C. U. operation, a request for extension of performance period within additional funds to November 30, 1969 was requested immediately. Approval was received November 17, 1969.

Because of the uncertain situation surrounding the extended period, the ability of the Unit to perform adequately on its mission was considerably restricted, during that time period. Activities were limited to those described above, and to necessary supervisory and financial matters. However, during this time, considerable attention was given to the future of the Oregon R. C. U. Conferences with federal and state officials indicated the Unit ought to be continued, but that funds were likely to be unavailable to continue operations at a level which would contribute significantly to the research and development effort in occupational education in Oregon.

The future of the Oregon R. C. U. is uncertain. There are not at present any definite plans to continue the Unit at Oregon State University. Likewise, continuation of the Unit at the Oregon Board of Education, Salem, is indefinite. Although provisions for research and development activities are written into the Oregon State Plan for Vocational Education, a Unit similar to that which has operated in Oregon for over three years is not specifically described.

There is little question that the Oregon Research Coordinating Unit for Vocational Education has served an important function during its brief history in the State, and that its objectives have been adequately fulfilled. Continuation of the Unit appears uncertain because of a reorganization of the Oregon Board of Education, new staff, and a low priority for a Research Coordinating Unit until immediate staff and organizational problems are resolved and new plans have jelled.